

City of Hialeah

Education and Community Service Department

Young Leaders with Character Project

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21st Century Community Learning Center Program

1st Formative Evaluation Report Submitted February 28, 2013

by

Oneyda M. Paneque, Ed.D., & Associates

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Introduction

Project Overview

The City of Hialeah, Education and Community Service (ECS) Department, Young Leaders with Character Project (YLC) funded through the 21st Century Community Learning Center Program, Florida Department of Education began in August 2009. The fourth year of the funding cycle for 2012 – 2013 begins August 1, 2012 and runs through July 31, 2013. The goal of the Project is to provide enriching experiences to 150 students in grades 6 to 12 in summer camp 2012 and 130 students in grades 6 to 12 during the 2012-2013 after school program. Active participation in the Project will positively impact the lives of the youth in the geographic region where such services are not otherwise affordable and available, especially to the middle and high school age groups.

Reporting Period

This first formative evaluation report for the fourth year of implementation includes periodic evaluation efforts beginning summer 2012 and afterschool starting in August 2012 through November 2012.

Description of Evaluation Methodology

Evaluation Design

The evaluation design used for the Project evaluation combines elements of both an Objectives-Oriented Evaluation and a Management-Oriented Evaluation (Fitzpatrick, Sanders, & Worthen, 2004). These two approaches were selected to in tandem in order to (a) determine the extent to which project participants met the specified program objectives and (b) provide useful information to project stakeholders for decision-making regarding planning, development, implementation, and administration. Both quantitative and qualitative data are collected to conduct the summative evaluation. Pre- and post test scores from quantitative type data collection instruments are used to determine growth over time. Interviews will be conducted with parents, students, and program staff, resulting in transcriptions that will be analyzed using a content analysis approach, becoming a qualitative data source. The use of multiple data sources provides information for a more robust and meaningful evaluation report to help shape long-term program development.

Frequency of Formative/Ongoing Evaluation

Periodic written formative evaluation reports contain data to assist in program implementation and progress in meeting project objectives, in addition to recommendations for enhancing or revising services and/or strategies to increase project success. This first formative evaluation includes information on student attendance, project staff, and objective assessment as of November 30, 2012.

Data Collection, Analysis, and Reporting Timeline

Depending on the type of data, collection takes place on a daily, weekly, monthly, or quarterly basis (see Table 1). Attendance records are kept on a daily basis to document student recruitment and retention efforts. Records of program activities documenting academic, fitness/nutrition, personal enrichment, social awareness, and adult/family member involvement are kept on a weekly basis and reviewed monthly. Furthermore, student records to assess student progress are reviewed and analyzed on a monthly/quarterly basis when student interim progress reports and report cards are issued. Records of staff development activities and evaluations are examined and analyzed on a monthly basis. A summary of the findings to share the results occurs during monthly staff meetings. Additional meetings are held as needed with other stakeholders.

Table 1
Beginning and Ending Dates for YLC Quarters

Quarters	Data Due Dates
1 st – Aug. 1, 2012 – Dec. 31, 2012	Dec. 21, 2012
2 nd – Jan. 1, 2013 – June 7, 2013	June 7, 2013

Enrollment and Attendance Data

Four sites are currently involved in the Project: Hialeah Educational Academy (HEA), José Martí MAST Academy (JMMA), Hialeah Middle School (HMS), and Seminola Community Center (Seminola).

Although not a goal, the 21st CCLC expects that the YLC Program achieve the 85% threshold for enrollment and attendance. Table 2 displays the total

enrollments for each site, along with the number of participants regularly attending (attended at least 30 days) at each site, for this reporting period.

Table 2

<i>Student Enrollment: Total and Regularly Participating Enrollment for Academic Year 2012-2013</i>									
Site	Total Enrollment (Attending at least one day)				Regularly Participating Enrollment (Attending at least 30 days in either Summer or AY)				
	Summer 2012 Only	Academic Year 2012- 2013 Only	Both Summer and Academic Year	Total Summer and AY	Summer 2012 Only	Academic Year 2012- 2013 Only	Both Summer and Academic Year	Total Summer and AY	Percent retained (Attending at least 30 days)
HEA	20	42	11	73	9	35	11	55	74%
HMS	26	28	24	78	18	23	24	65	83%
JMMA	23	71	33	127	11	48	29	88	69%
Seminola	13	4	9	26	7	3	9	19	73%
Total	82	145	77	304	45	109	73	227	75%

The YLC Project offers after school activities and summer programming to students in middle and high school who are residents of Hialeah. At the end of the midterm reporting period, 304 students participated in the program at one of the four sites for at least one day; 227 students were identified as “regular participants” since they attended the program at least 30 days. As depicted in Table 2, a total of 82 children were enrolled in the summer program for at least one day; of those, 45 were identified as regularly participating since they attended the program at least 30 days during the summer 2012 term. Likewise, a total of 145 individuals were enrolled in the afterschool program for at least one day; of those, 109 were identified as regularly participating since they attended the program at least 30 days

during the academic year. Seventy-seven participants attended both a summer program and an afterschool program at one of the four program sites; of these, 73 were identified as regular participants, since they attended at least 30 days during either the summer or academic year terms.

Daily attendance records are maintained and submitted to the 21st CCLC in the Monthly Performance Measure Report. A review of the attendance records in the after school program from August to November was conducted.

Table 3

Average Daily Attendance in After School from August 2012 to November 2012 by Site

	Proposed daily attendance	Average daily attendance Aug. to Nov.	% of Attendance toward target
HEA	31	33.5	108%
HMS	37	37.5	101%
JMMA	50	66.5	133%
Seminola	12	8.25	69%
Total	130	145.75	112%

Data from daily attendance records at each site as depicted in Table 3 reveal that daily attendance rates in the after school program from August 2012 to November 2012 fluctuated between 69% at Seminola with the lowest daily attendance to 133% at JMMA with the highest daily attendance. The Seminola site is an off-school location making it difficult to recruit students from grades 6 to 12.

Overall, across the four program implementation sites, the daily attendance rate is 112% for the afterschool program from August 2012 to November 2012. The staff continues to promote the Program and recruit new participants.

Assessment of Program Objectives

The three major goals identified for the YLC Project are (a) improve academic performance in reading, mathematics, and science; (b) engage participants in personal enrichment activities to develop physical and social growth; and (c) support adult family member involvement in youths' education. Under each goal, objectives are outlined which specify how the goals will be met.

Goal 1: Academic Performance in Reading, Mathematics, and Science

1.1 Eighty percent of regularly participating students will show continuous improvement in reading comprehension skills as measured by FCAT scores and report card grades, as well formative measures indicated by pre/mid/post assessments used by Project staff.

Brainchild – Language Arts. This academic year again, students are using Brainchild, a software program designed to offer individualized tutorials in the areas of literacy, mathematics, and science. Students focus on specific strands under teacher direction. While individuals in specific grade levels at specific sites may not all have met the target for each of the assigned language arts strands for this reporting period, overall, students have exceeded the target of 80% showing improvement with the use of this intervention. As indicated in Table 4, students at each level and at each site have met or exceeded the target, for this reporting period, for each of the three language arts strands. Only data from students classified as

“regularly attending” and for whom both a pre- and post-test score were available for the strand are included in Table 4.

Table 4
BrainChild Language Arts Strands for all Sites

Site	Grade	Strand								
		Literary Elements			Grammar and Usage			Summarization		
		# of sets	# Improved	%	# of sets	# improved	%	# of sets	# improved	%
HMS	6	11	11	100%	7	6	86%	11	11	100%
	7	15	15	100%	13	12	92%	17	16	94%
	8	11	10	91%	9	9	100%	9	12	92%
JMMA	6	30	29	97%	-	-	-	39	39	100%
	7	14	14	100%	-	-	-	20	20	100%
	8	2	2	100%	-	-	-	2	2	100%
Seminola	6	2	2	100%	2	2	100%	2	2	100%
	7	4	3	75%	3	3	100%	4	4	100%
	8	2	1	50%	2	2	100%	2	2	100%
HEA	6	9	5	55%	7	6	86%	7	6	86%
	Exit	30	30	100%	26	26	100%	29	28	97%
Grade Average by Strand	6	13	12	90%	4	4	88%	15	15	98%
	7	16	16	98%	11	10	98%	18	17	97%
	8	5	4	87%	4	4	100%	4	5	123%
	Exit	18	17	98%	15	15	100%	17	17	100%
Overall Average		12	11	94%	6	6	96%	13	13	100%

It is important to note that at this midpoint evaluation some sites report low numbers of regularly attending participants, yielding small numbers of complete pre- and post-test data sets. Complete data sets for the grammar strand were not available for students at JMMA because they were working on this strand as of November 30th and post testing had not taken place.

School records – Language Arts. School records are not available at the time of this formative evaluation. They will be reviewed as they are made available to obtain data on participants' academic performance at school.

Objective 1.1 regarding improvement in reading based on available assessment data, steady progress has been made and the target has been met at the time of this reporting period.

1.2 Eighty percent of regularly participating students will increase their reading fluency skills as demonstrated by such measures as pre/mid/post Oral Reading Fluency (ORF) test scores.

Reading Fluency.

Reading pre-test and midpoint scores on Oral Reading Fluency (ORF) test have been obtained for all regularly participating students and recorded in the Project database. Data for regularly participating students (those who have attended during the academic year for at least 30 days) are displayed in Table 5.

Subtotals and the percentage of participants who improved by grade level at each site and by site as an aggregate are provided in Table 5. These formative data reveal that, overall, participants at JMMA, HMS, and Seminola met the target of 80% of the participants increasing their reading fluency scores. Three of the four grade levels at HEA also met the target; only students in the sixth grade at HEA fell short of the target. Overall, the aggregate of data across all sites and grade levels reveals that the target was met for this objective, with 85% of all participants meeting the target.

Table 5

Oral Reading Fluency Score Data by Site

Site	Grade	Number of Students with ORF Data	Number of Sets of Scores	Number of Sets of Improved Scores	% of Sets of Improved Scores
HEA	6	10	10	6	60%
	9	22	20	17	85%
	10	6	6	4	100%
	11	3	3	3	100%
	Subtotal	41	39	30	77%
JMMA	6	46	39	35	90%
	7	22	21	15	71%
	8	3	3	3	100%
	9	9	8	4	50%
	10	1	0	0	-
	Subtotal	81	71	57	80%
HMS	6	13	12	12	100%
	7	21	17	17	100%
	8	13	13	13	100%
	Subtotal	47	42	42	100%
Seminola	6	2	2	2	100%
	7	4	4	3	75%
	8	3	3	2	67%
	9	4	1	1	100%
	Subtotal	13	10	8	80%
Total		182	162	137	85%

Objective 1.2 regarding improvement in reading fluency skills as demonstrated by such measures as pre/mid/post Oral Reading Fluency (ORF) test score has been met as of this reporting period.

1.3 Eighty percent of regularly participating students will demonstrate improvement in mathematics as indicated by report card grades, as well as formative measures indicated by pre/mid/post assessments by used by the Project staff.

BrainChild – Mathematics. This academic year students are using Brainchild, a software program designed to offer individualized tutorials in the areas of literacy, mathematics, and science. Each grade level focused on three strands in mathematics during this reporting period. Students in all grades worked on the Solving Equations strand; all but eighth graders worked on Ratios and Proportion; sixth graders worked on Central Tendency; seventh graders and ninth through twelfth graders worked on Graphs and Charts; and eighth graders worked on Graphing Inequalities and Similarity and Congruency.

As is indicated in Table 6, the target was not only met but exceeded for the each of the five strands individually as well as overall for all mathematics strands. Only data from students classified as “regularly attending” and for whom both a pre- and post-test score were available for the strand are included in the analysis. As with the data for language arts, it should be noted that at this midpoint evaluation some sites report low numbers of regularly attending participants, yielding small numbers of complete pre- and post-test data sets.

Table 6
BrainChild Mathematics Strands for all Sites

		Strand														
		Solve Equations			Ratio and Proportions			Central Tendency			Graphs and Charts or Graphing Inequalities (8 th grade)			Similarity and Congruency		
Site	Grade	# of sets	# Improved	%	# of sets	# Improved	%	# of sets	# Improved	%	# of sets	# Improved	%	# of sets	# Improved	%
HMS	6	10	8	80%	6	6	100%	12	11	92%	-	-	-	-	-	-
	7	16	16	100%	11	11	100%	-	-	-	17	17	100%	-	-	-
	8	11	10	91%	-	-	-	-	-	-	11	10	91%	3	2	67%
JMMA	6	22	22	100%	0	0	-	36	35	97%	-	-	-	-	-	-
	7	14	14	100%	1	1	100%	-	-	-	18	18	100%	-	-	-
	8	1	1	100%	-	-	-	-	-	-	1	1	100%	2	1	50%
Seminola	6	2	2	100%	2	2	100%	2	2	100%	-	-	-	-	-	-
	7	4	4	100%	4	4	100%	-	-	-	-	-	-	-	-	-
	8	2	2	100%	-	-	-	-	-	-	2	2	100%	2	2	100%
HEA	6	8	8	100%	0	0	-	8	8	100%	-	-	-	-	-	-
	Exit	26	26	100%	23	21	100%	-	-	-	28	28	100%	-	-	-
Strand Average		97%			96%			96%			96%			99%		
Overall Average		97%														

School records – Mathematics. School records are not available at the time of this formative evaluation. They will be reviewed as they are made available to obtain data on participants' academic performance at school.

Objective 1.3 regarding improvement in mathematics has been met at this point based on available formative assessment data.

1.4 Eighty percent of regularly participating students will demonstrate improvement in science as indicated by school report grades, as well as formative measures indicated by pre/mid/post assessments used by the Project staff.

BrainChild – Science. This academic year again students are using Brainchild, a software program designed to offer individualized tutorials in the areas of literacy, mathematics, and science. Students in all grade levels worked on three science strands during this reporting period: Populations and Ecosystems, Chemical Properties, and Scientific Method.

Table 7
BrainChild Science Strands for all Sites

Site	Grade	Strand								
		Populations and Ecosystems			Chemical Properties			Scientific Method		
		# of sets	# Improved	%	# of sets	# improved	%	# of sets	# Improved	%
HMS	6	10	9	90%	12	12	100%	6	6	100%
	7	16	16	100%	15	15	100%	11	11	100%
	8	10	8	80%	11	10	91%	8	6	75%
JMMA	6	23	22	96%	23	23	100%	-	-	-
	7	15	15	100%	7	7	100%	-	-	-
	8	1	1	100%	1	1	100%	-	-	-
Seminola	6	2	2	100%	2	2	100%	2	2	100%
	7	4	4	100%	4	4	100%	4	4	100%
	8	2	2	100%	2	2	100%	2	2	100%
HEA	6	5	4	80%	6	6	100%	4	4	100%
	Exit	26	27	96%	28	27	96%	25	24	96%
Average				96%			98%			95%
Overall Average										97%

As is indicated in Table 7, the target was met and exceeded for all three strands as well as overall for all science strands. Only data from students classified as “regularly attending” and for whom both a pre- and post-test score were available for the strand are included in the analysis. As with the data for language arts and mathematics, it should be noted that at this midpoint evaluation some sites report low numbers of regularly attending participants, yielding small numbers of complete pre- and post-test data sets.

School records – Science. School records are not available at the time of this formative evaluation. They will be reviewed as they are made available to obtain data on participants’ academic performance at school.

Objective 1.4 has been met at this point based on available formative assessment data from BrainChild, although student school records still need to be reviewed.

Goal 2: Personal Enrichment

2.1 Eighty percent of attending participants will demonstrate improvement in physical fitness as indicated by pre/mid/post assessments using PACER scores.

Physical fitness.

The physical fitness program uses the SPARK Physical Education curriculum as the foundation for the physical fitness activities. During summer 2012, YLC also incorporated a fitness class developed by a certified fitness instructor.

Furthermore, all students participated in either swimming classes, guard start (in preparation for lifeguarding) classes or lifeguarding classes as well as water safety classes during the summer. Additionally, the students had the opportunity to participate in tennis and pom cheer classes during summer camp.

During summer 2012, all students participated in a type of swimming and water safety activity classes. Students with beginning level swimming skills participated in swimming classes. Those who were strong swimmers, but under 16 years of age, could participate in guard start classes in preparation of lifeguarding classes. Those students at least 16 years old could take lifeguarding classes as well as water safety classes during the summer.

Lifeguarding classes were offered during summer camp. Participants had to be at least 16 years of age and pass the three swimming fitness tests: underwater

swim, treading water for 2-minutes, and swimming 300 yards. Given these prerequisites, eight students began the lifeguarding classes. Seven students completed training in the four areas needed for certification. These areas are First Aid and Head, Neck, and Back Injury; Recognition and Response; CPR for the Professional Rescuer; and AED for the Professional Rescuer. Of the seven students who attempted these four areas, four did not pass the required tests in all four areas. At the end of the summer, three students had successfully received their lifeguard certification.

Guard start classes were offered for the first time during summer 2012. Thirty-three students met the pre-requisite swimming requirements that involved a 25-yard front crawl, 1-minute treading water, and 10-feet underwater swim. The lessons focused on developing stronger swimming skills and water safety knowledge. All 33 students successfully completed the classes.

Seventeen students participated in tennis classes that were offered for the first time during summer 2012. Classes were held for two hours twice a week. Of the 17 students who started the classes, 10 students successfully completed the classes and made gains in developing tennis skills.

Eleven students participated in the pom classes. All eleven completed the classes and made gains in pom skills

Pretest and midpoint scores on the Progressive Aerobic Cardiovascular Endurance Run (PACER) test were collected and entered into the Project data collection database for the students. For students who were regularly attending during the academic year and had both pre-test and mid-point test scores, PACER

scores were compared. The data were aggregated for each site and then for the entire program. The results (see Table 8) indicate that, overall, when analyzing two sets of PACER data from assessments administered across sites, 97% of the participants' scores show improvement from one test to the next in the physical fitness performance.

Table 8

Comparison of Pre- and Midpoint PACER Changes in Scores by Site

Change in Score	Site				
	HEA (N = 38)	JMMA (N = 67)	HMS (N = 37)	Seminola (N = 10)	Aggregate (N = 152)
Decrease	2	1	0	2	5
Same	0	0	0	0	0
	12	66	37	8	147
Increase	(95%)	(97%)	(100%)	(80%)	(97%)

Objective 2.1 regarding improvement in physical fitness based on PACER scores has been met at this point in the program.

2.2 Eighty percent of attending participants will score satisfactorily or higher on a nutrition and safe cooking assessment and report satisfaction with the experience as demonstrated by a project survey.

Nutrition.

The seven-week Spoons Across America Dinner Party Project took place during summer 2012. All students participated in this experience. Pre and post tests on nutrition knowledge were administered. Forty-three complete data sets were available for analysis. All of the students met the requirement of receiving a C or better on the nutrition test. Therefore, the data indicate that 100% of the students scored satisfactorily or higher on the nutrition assessment.

Additionally, students were asked to rate the nutrition component, the instructor, and the materials and skills learned in the classes. Of the 43 students who rated the nutrition component of the YLC Program, 100% gave it a satisfactory or excellent rating. One hundred percent of the students rated the instructor as satisfactory or excellent. Furthermore, 98% of the students rated the materials and skills learned as satisfactory or excellent. Table 9 presents the results of students' satisfaction with regards to the nutrition classes.

Table 9
Students' Rating of Nutrition Classes (N=43)

Item	Poor	Satisfactory	Excellent
Rating of overall classes	.00	.33	.67
Rating of instructor	.00	.30	.70
Rating of materials and skills learned	.02	.35	.63

The culminating experience was a Family Night during which the students prepared a full course dinner that included a sampling of recipes for their families. Students also shared the work they had completed on nutrition and healthy life choices through displays that evidenced the knowledge and skills gained by participating in the Project. Attendance at this event was over 100 including students and their parents.

Furthermore, during the academic year 2012-2013 the students received a daily snack to promote healthy eating habits.

Objective 2.2 regarding nutrition and safe cooking knowledge and satisfaction regarding participation in the nutrition and cooking program has been met for this reporting period.

2.3 Eighty percent of attending participants will work collaboratively with other students and community members on a service learning project as demonstrated by student participation and collaborative work.

Service learning.

During summer 2012 participants engaged in a service learning project focusing on sun safety based on the SunWise Program partnering with the Environmental Protection Agency (EPA). The SunWise Program is an environmental and health education program that aims to teach children and their caregivers how to protect themselves from overexposure to the sun. Students then taught others about sun-safe behaviors and participated in a Teen Tweet to remind other about sun safety. Additionally, students made tie-dye hats to donate to other summer camps. Seventy-seven students received SunWise certification upon completion of the program.

Once the afterschool program began in August 2012, each of the four implementation sites was charged with identifying a service learning project to work on using a rotation schedule. JMMA was the first site to start working on their service learning project.

At JMMA, students are working on *Establishing Meaningful Relationships with Seniors in the Community*. They first researched what the City of Hialeah does for senior citizens/residents. Then they planned to contact an adult center in the community to participate in a Bingo night where they worked with the older adults. They learned that playing BINGO is a favorite pastime of the Seniors in Hialeah and thought that this would be a great way to establish first communication with them.

The JMMA afterschool students involved the rest of their school to assist with prizes. They also elicited help from their parents to assist with food donations. Teachers and students have continued to establish an Adult/ Student pen pal system so that the seniors can practice their written English with the JMMA students. Even though their service learning time has concluded, a group of them with their teacher are still working on the project this during their free time. This service learning project is linked to the Character Counts curriculum in helped students develop respect, caring, and citizenship qualities. Furthermore, the project also fostered math and literacy skills.

Objective 2.3 regarding working collaboratively with others and with community members on a service learning project was completed by students at JMMA and the other three sites will be assessed as the year continues.

2.4 Eighty percent of regularly attending participants will improve or maintain acceptable levels (an average of C or higher) of student behavior as demonstrated by such measures as quarterly school conduct grades and program disciplinary reports.

Behavioral referrals.

A review of program disciplinary reports revealed that 25 students at all four sites received program disciplinary reports during both summer and afterschool. None of the infractions were serious. All of the situations were addressed by the YLC staff without requiring further action.

At HEA, six students received program disciplinary reports. At JMMA, eleven students received program disciplinary reports. Here two students received three

reports each. Five students at HMS received program disciplinary reports. However, one student had two reports and another had four reports. At Seminola, three students had program disciplinary reports. Here one student had three reports. Overall, students behave well while in the program.

School records were not accessible at this time, therefore student conduct grades were not reviewed.

Objective 2.4 regarding student behavior could not be assessed at this time although program disciplinary records indicate that participants have demonstrated acceptable behavior.

Additional Enrichment Activities

Participants engaged in additional enrichment activities during the summer that included chess, jewelry, and photography. These classes supported the development of literacy, mathematics, and science knowledge and skills.

Chess classes were held in summer and afterschool. During summer the classes met twice a week for 1½ hours over a six week period. In afterschool, classes met once a week for 1½ hours over an eight week period. During summer chess classes were held, however students were not tested. In afterschool students at two sites, HEA and Seminola, have completed the chess classes. At HEA, 12 beginning level students started chess classes. There were complete data sets for nine students, all of who showed improvement.

Twelve students started in the classes at Seminola, eight at the beginner level and four at the intermediate level. Two of the beginners withdrew from the program. Of the remaining beginners, there were complete data sets for five

students. All of who showed improvement. Of the four intermediate students who participated in chess classes, all had complete data sets and showed improvement.

Jewelry making classes were offered twice a week for two-hour blocks during six-week sessions in the summer. During afterschool these classes once a week for two-hour block over the course of eight weeks. . The beginning level class consists of basic jewelry making techniques and key terminology and the intermediate level consists of more advanced jewelry making skills. In summer 13 students participated in the beginning level classes and 12 students participated in the intermediate level. During afterschool, jewelry classes have been held thus far at HMS and Seminola. At HMS, there were 15 beginning level students while at Seminola there were five beginning level students and 5 intermediate level students.

Photography classes were held only during summer every day of the week for two hours for two-week sessions. In the Photography Level 1 classes, students examine how photography can be used to view the world and interpret events, people, and places as well as how to capture images and understand basic camera operations and mechanics. Photography Level 2 classes build and expand on knowledge and skills from the previous classes. Level 2 classes incorporate mathematics, science, and technology to compose images to certain specifications and expose and process images.

During summer 2012, 17 students started the Photography Level 1 classes. Of these students, 7 completed the classes and showed improvement as evidenced from the pre-/ post-tests. Two students started the Photography Level 2 and one successfully completed the classes and showed improvement as evidenced from the

pre- /post-tests. One student in his third summer of the photography classes and is very advanced. He assisted in teaching the beginner and intermediate level classes by providing instructional demonstrations.

Goal 3: Family Involvement

3.1 Eighty percent of attending adult family members participating at Family Fun Nights will report an increase in family involvement as indicated by results of parent surveys.

At the end of summer 2012, families and students participated in the 3rd Annual Summer Tasting Event with Chef Ray. During this event, the students prepared a meal under the supervision of Chef Ray. Furthermore, they shared recipes with their parents that they had learned throughout the summer. Additionally, Chef Ray spoke about fighting obesity and encouraged families to plan dinner together as well as learn about MyPlate used by the USDA to teach about healthy eating.

Summer Showcase Event was held on the last day of the Summer Camp, August 17th. Family members, students, and staff enjoyed individual and group performances by students participating in enrichment activities in pom cheer, guitar, and dance. This end of summer event was well attended and gave the students an opportunity to show their parents and families what they learned during the summer camp.

From August to November 2012, families and students from YLC have participated in two Family Fun Nights. Flyers for each event were posted and distributed to encourage participation. These events focused on enhancing

academic and social skills for decision-making and problem solving at home through real life applications. The events were well attended by student participants and their families and much appreciated by family members. Table 10 presents a summary of the dates, topics, and attendance during the afterschool program to the date of this formative report.

Table 10

2012-2013 Family Fun Nights

Date	Topic	Number of adult attendees			
		HEA	JMMA	HMS	Sem
October 18, 2012	Lights on Afterschool*				
October 24, 2012	Character Counts Week	14	19	16	4

* Sixteen parents attended; attendance not recorded according to individual sites.

The next Family Fun Night activity scheduled for December 14th, is a Holiday Night during which students and their parents will learn about holiday celebrations as well as create a holiday ornament to take home. On December 19th a Bingo night with seniors as planned as part of the students' service learning project. Families were also encouraged to donate a toy for the Toys for Tots drive held by the City of Hialeah during November and December.

Objective 3.1 regarding increased family involvement indicated by participation in Family Fun Nights could not be assessed at this time since many of the activities will take place in the next few months.

3.2 Eighty percent of attending adult family members who participate in Parent Enrichment activities such as ESL and Parent Academy from Miami-Dade County Public Schools will demonstrate improvement in knowledge/skills by formative assessments and/or pre/post assessments created by the Project staff.

The YLC staff is working on providing parent enrichment activities to promote more involvement their child's education. Parents were surveyed to gather information on their interests in activities that could be address by the Program. The YLC staff used the M-DCPS Parent Academy topics to create the survey. The survey topics were grouped according to Maintaining a healthy life style; The home school connection; Parenting in the new millennium; and Pathways to family enhancement. Survey results indicated the areas of most interest are under Parenting in the new millennium that include reducing/eliminating bullying and understanding networking venues (texting, websites, tweeting, etc.); and under The home school connection on effective parent-teacher communication. The staff is currently working with the M-DCPS Parent Academy to arrange presentations on these topics.

As in previous years, the YLC continues to offer ESL classes for adults although it has not been feasible to get the parents to attend due to family and work commitments. Currently, 16 parents have indicated their interest in learning English as a second language. The classes will be scheduled at one site two days a week beginning after February 2013. The Program also plans to offer adult ESL

classes in summer 2013 when all of the students are at one location making it easier to parents to participate.

Objective 3.2 regarding improvement in Parent Enrichment activities could not be assessed at this time since several of the activities are still being planned.

Progress Towards Sustainability

The YLC staff has been working in collaboration with numerous partners to establish strong collaborations that will enhance the quality of services and ensure the sustainability of the Project. The commitment of the City of Hialeah is evident by the contributions of the different city departments. The contributions of the City of Hialeah departments are estimated to total approximately \$44,000. These contributions include resources to recruit and retain participants as well as to provide quality services.

The Hialeah Housing Authority provided facilities and equipment for the Seminola site with an estimated value of over \$5,000. This calculation was based on the cost of renting space and the computers and other equipment made available to participants. This contribution was critical to the site functioning.

An integral component of the Project is the collaborative partnership with the Miami-Dade County Public Schools at JMMA and HMS well as at HEA. Use of the space included the cost of electricity, water and sewer consumption as well as computers and library resources.

The partnership with the departments of the City of Hialeah and M-DPCS will continue for the coming years. YLC will explore additional venues for these partners to extend their contributions of goods and services.

During the 2012 summer program the Village Youth provided nutritional snacks and lunch for participants. Snacks for the afterschool program are purchased from the MDCPS Snack and Nutrition program. The YLC director then works with the Department of Health to get reimbursed.

Partnerships were established with subcontractors to provide personal enrichment activities including chess, pom cheer, guitar, jewelry, and photography. These activities take place throughout the academic year and summer program. YLC provides in-house staff training on Character Counts! for character education and SPARK for physical fitness development as needed for new staff members. Staff training in these areas is essential to ensure quality offerings in these areas.

The YLC will continue to seek partnerships with new community-based organizations and additional providers, as well as other funding sources.

Preliminary Findings and Recommendations

During this first formative reporting period for 2012-2013, the YLC Project staff has worked diligently to implement the program. Every effort was made to meet all of the project goals although some objectives were more challenging than others.

Enrollment and Attendance

The recruitment target has been met and exceeded at three of the four sites. The targeted number of regularly attending participants at Seminola lags behind at this time. However, the aggregate target across all four sites was met. Administrators and staff are focusing on retention efforts, finding ways to engage

students and work more closely with parents to implement effective retention strategies.

Goal 1: Academic Performance: Goal 1 addresses assessing students' academic performance in the areas of reading, language arts, mathematics, and science through the use of multiple measures.

Reading fluency. Data regarding regularly attending participants' oral reading fluency as recorded through ORF scores indicates that, generally, across all sites and grade levels students' oral reading fluency as reported through ORF scores has increased. While these preliminary data are encouraging, the number of complete sets of data (pre- and mid-assessments) on this measure are limited.

Language arts, mathematics, and science. Overall, data from the BrainChild program strands indicate progress in the areas of language arts, mathematics, and science. The percentage of improved scores across all sites and grade levels and in each of these academic areas is impressive. As with the oral fluency data, however, complete sets of pre- and post-assessment scores for regularly attending students for the Brainchild strands in these academic subjects is extremely limited. To ensure that data collected at the Project sites will be available, information obtained from Brainchild should be carefully monitored to ensure that students are taking the assessments included in the program so the number of matched sets is maximized and the scores are available to the administrators. Further, program staff and administrators may wish to explore alternate approaches for student use of this academic intervention and the assessment of the

content strands to increase its use and the number of complete sets of data, as this individualized academic instructional approach appears to produce good results..

Additional assessment data will be obtained from school records for the summative evaluation.

Goal 2: Personal Enrichment. Personal enrichment activities were the focus of Goal 2.

Physical fitness and nutrition. To date midpoint data indicate that the physical fitness objective was met as assessed by the PACER. Preliminary results of the feedback on the nutrition and safe cooking activities in the summer 2012 indicate satisfaction with the program offering. Suggestions for next summer are to improve the survey by including items related to knowledge and skills on nutrition and safe cooking.

Service learning. All of the students participated in the service learning project identified under Goal 2 that focused on increasing participants' social awareness.

Behavioral referrals. To date the program disciplinary reports indicate that overall most students are behaving appropriately during program hours. At this time school records were not accessible for review.

Goal 3: Adult/Family Involvement. The purpose of Goal 3 was to support adult family member involvement in the youths' education. To date two Family Fun Nights have been held and others are planned for the coming months. Informal feedback from parents suggests great satisfaction with the events and the opportunity to gain new knowledge and skills along side their children. The staff

should continue to offer these family involvement activities focusing on areas of interest for all of the family members.

Overall, the YLC continues to implement an afterschool and summer program that holds promise to positively impact the youth of the community in Hialeah. To facilitate the accountability and evaluation process, a review of the data sources and collection procedures should be conducted. Consistency in collecting and recording data will streamline reporting procedures for all staff members. It is recommended that additional funding sources be explored to ensure sustainability of the program and expand program offerings.

Conclusion

In conclusion, the fourth year of the Project is well underway to meeting and in some cases surpassing target goals. Based on the previous year's successes and the preliminary data currently available, the Project will continue to offer high quality afterschool and summer experiences to middle and high school students living in the City of Hialeah.